

TAC – Textiles				
National Curriculum Statement	Year 7		Year 8	
	Knowledge	Skills	Knowledge	Skills
use research and exploration, such as the study of different cultures, to identify and understand user needs	Students learn about the suitability of various products already on sale, prices, and fabric construction. Students are taught to research and present work in a creative way by investigating colour, variety of creatures, shapes and patterns.	Students produce a mood board, based on research of the topic of fish and under sea creatures to inform design choices. Students also produce a series of images of products currently on the market to identify user needs.	Students learn how to respond to a design brief, by analysing the task. They learn how designers influence trends, and how to research the topic.	Students analyse a product already on sale to determine price points, fabrics used. Students produce a mood board with images of the designers work and relate it to the topic.
develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools	Students learn how to create a template for their product. Students learn about how to produce a quality design, by drawing skills, use of pattern and colour and annotation of work.	Students prepare and produce a paper template for their product, using the correct tools. Students produce a range of design ideas based on previous Research. They annotate their designs, suggesting fabric and trimmings.	Students learn how to relate their research to designing a product. They learn how to create a template for their individual design.	Students produce a variety of preliminary design ideas with annotation and making notes, which is peer assessed, enabling them to adapt and improve before creating a final design. They produce templates in paper for the design taking into account sizes, seam allowance and quantity of pieces needed.
select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture	Students learn about specialist tools and equipment specific to textiles, such as uses of different scissors, needles, unpickers, the electric sewing machine, irons. Students also learn how to apply specialist paint to fabrics, and the effect it creates.	Students select the correct tools for each task and produce hand sewing skills samples, sewing machine sewing practice, buttons and bead samples and apply paint to fabric	Students learn about various tools and equipment specific to Textiles, the sewing machine specialist stitches, freehand sewing, and embellishments. They also learn how to assemble a product in the correct way taking into account various parts of the product and the order of making.	Students use the sewing machine with freehand stitching to embellish the product as well as hand sewing, use of wools, paint, embroidery. They assemble various parts of the product, and using the sewing machine complete the making of the product.

TAC – Textiles

National Curriculum Statement	Year 7		Year 8	
	Knowledge	Skills	Knowledge	Skills
test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups	Students peer assess their design ideas before refining and choosing a final idea. At the end of the project, students evaluate their finished product against the design specification, the function and suitability of the product.	Students are able to refine and alter their ideas. They are also able to evaluate their own skills both hand and machining, by the end product and its suitability.	Students learn how to evaluate their work as it progresses, by altering parts of the product. Students learn the importance of evaluating their finished product by testing it against the design spec, and how others view their product.	Students adapt their work as it progresses, taking into account practical challenges eg size of separate parts. Students complete an evaluation at the end of the project, taking into account the opinions of others on their product.
understand and use the properties of materials and the performance of structural elements to achieve functioning solutions	Students are taught the different materials available and the names of materials, both natural and man-made, and their suitability for the process undertaken.	Students are able to identify different materials, and their suitability for their product.	Students learn about the various uses of different fabrics, both natural and synthetic as well as the suitability of the structure of embellishments, e.g. fake fur, wool.	Students have access to a wide range of materials, both natural which they paint or dye, or synthetics which can be combined and utilised in their product.
How is this assessed?	Assessment is ongoing throughout the project of students' knowledge and by written assessment at the end of the unit.	Practical skills are assessed throughout the project, and by student outcomes at the end of the unit.	Assessment is teacher and peer assessed through the project, and by written assessment at the end of the unit.	Practical skills are assessed through the project and by student outcomes at the end of the unit. Written assessment also at the end of the unit.